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ABSTRACT

The Erasmus High School bilingual Program of instructional and support services served 111 limited-English-proficient students in its fifth year of federal funding. The program's major goal was to provide the least academically and linguistically prepared students with the instruction in English as a Second Language (ESL) needed for moving into mainstream academic classes. Students received instruction in ESL, native language arts (NLA), and bilingual instruction for some students (Haitian) in mathematics, science, and social studies. Students had the options of enrolling in an ESL typing class, mainstream subjects such as gym and art, and in a hotel and restaurant management program. Non-instructional components included academic, personal, career, and college counseling, individual and small-group tutoring, an after-school and summer jobs program, and extracurricular activities. While the program did not achieve its ESL objective, over 80% of students passed their NLA classes, and the attendance rate was higher than that of comparable mainstream students. Recommendations for program improvement include (1) restructuring the coordination of the ESL, NLA, and content area components; (2) recruitment of a Haitian Creole-speaking guidance counselor; (3) inclusion of staff development in methodology for ESL, NLA, and content areas; and (4) continued efforts to increase parental understanding of and involvement in the bilingual program. (MSE)

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OREA Report

EVALUATION SECTION REPORT

ERASMUS HALL HIGH SCHOOL
BILINGUAL PROGRAM
1987-88

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EVALUATION SECTION
John Schoener, Chief Administrator
April 1989

EVALUATION SECTION REPORT

ERASMUS HALL HIGH SCHOOL
BILINGUAL PROGRAM
1987-88

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ERASMUS HALL HIGH SCHOOL BILINGUAL PROGRAM*
1987-88

SUMMARY

- The Erasmus Hall High School Bilingual Program was fully implemented. During the 1987-1988 school year, participating students received instruction in English as a Second Language, Native Language Arts, bilingual instruction in content area subjects, and the option to enroll in specific mainstream classes.

- While the program did not accomplish its E.S.L. objective, over 80 percent of students passed their Native Language Arts classes and the student attendance rate was significantly higher than that of comparable mainstream students.

The Erasmus Hall High School Bilingual Program was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded program of instructional and support services. In the fifth year of a five-year funding cycle, the project served 111 limited English proficient (LEP) students at Erasmus Hall High School. The native language of the majority of program participants was Haitian Creole. Other native languages of students served by the program were Spanish, Chinese, or other Asian languages. The aim of the program was to serve Erasmus's least academically and linguistically prepared students. Its major goal was to provide them with the instruction in English as a Second Language (E.S.L.) they needed to quickly move into mainstream academic classes.

Project students received instruction in E.S.L.; Native Language Arts (N.L.A.); and bilingual instruction (for Haitian students) in math, science, and social studies. Students also had the option of enrolling in a typing class taught with an E.S.L. approach, in mainstream subjects such as gym and art, and in Erasmus's hotel and restaurant management program. Project personnel used the Language Assessment Battery (LAB) at the end of the spring semester to assess English language skills. The evaluators examined course passing rates, performance on the LAB, attendance data provided by the program, information obtained from interviews of program and school personnel, and observations of classes to evaluate the program.

The project's noninstructional component consisted of academic, personal, career and college counseling, individual and small-group tutoring, an after-school and summer jobs

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*This summary is based on the final evaluation of the "Erasmus Hall High School Bilingual Program 1987-88" prepared by the OREA Bilingual Education Evaluation Unit.

program, and extracurricular activities which included cultural trips.

The attendance objective was that program students would achieve equal or significantly higher attendance rates than would mainstream students; the program accomplished this objective.

The English evaluation objective stated that students would make statistically significant gains in English language proficiency. Students showed an average Normal Curve Equivalent (N.C.E.) gain of 0.4 on the LAB, which was not significant; the program did not accomplish this objective.

The N.L.A. objective was that Haitian program students would show significant gains in native language achievement. Since the program did not provide the required pre- and posttest scores on the Test de Lecture, it was impossible to assess the attainment of this objective. The overall passing rate for N.L.A. courses, however, was 81 percent, indicating that students successfully acquired skills in this area.

Title VII-funded staff included a part-time Haitian Creole-speaking teacher, a part-time teacher in the bilingual breakfast program, and a full-time paraprofessional. The director was not Title-VII funded.

The major weaknesses of the program were: the many non-program responsibilities of the director; a shortage of bilingual guidance counselors; and lack of integration of the E.S.L., N.L.A., and content area program components. Program strengths included the course passing and school attendance rates of participants.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Restructure the program to allow one staff member to coordinate the three components: E.S.L., N.L.A., and content areas.
- Try to recruit a Haitian Creole-speaking guidance counselor.
- If funds permit, include staff development in methodology for E.S.L., N.L.A., and the content areas.
- Continue efforts to increase parental understanding of and involvement in the bilingual program, possibly by initiating and maintaining an after-school office and E.S.L. classes to serve parents of project students.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of an Elementary and Secondary Education Act (E.S.E.A.) Title VII program known as the Erasmus Hall High School Bilingual program. During the spring semester of the 1987-88 school year the project completed its fifth year, which was the second year of a two-year funding renewal. This program was intended to provide instructional and support services to the least linguistically and academically prepared limited English proficient (LEP) students in Erasmus Hall High School, which included any student who had had fewer than two years of instruction in English in their native country. The program was intended to provide all eligible LEP students with special assistance in English to enable them to move into mainstream academic classes as quickly as possible, and to provide Haitian students with bilingual instruction in math, science, and social studies.

PARTICIPATING STUDENTS

The Erasmus Hall High School Bilingual program students came from Haiti, Central or South America, and Asia (China and India). Over 90 percent were Haitian; less than one percent came from each of the following countries: Panama, Mexico, Nicaragua, Colombia, India, and the People's Republic of China.

The program targeted LEP students in Erasmus Hall who had spent the least amount of time in an English-language school system, and served a total of 111 students during the year under

review. A total of 46 students left the program during the year. The 59 students on whom time-in-program data were available had been in the program for from one to four years. The majority of program students were in the eleventh grade (see Table 1). Overall, 78.7 percent of the students were overage for their grade placement. Many Haitian students were illiterate or semiliterate in French; most were also illiterate in Haitian Creole. According to program staff members, the educational level of entering program students has been steadily declining for the past several years.

Many of the students came from impoverished rural backgrounds and lacked many culturally appropriate skills (such as using public transportation) and perceptions (such as being able to identify potentially dangerous situations). Many had to take part-time and/or weekend jobs, with the result that they were sleepy during the school day. Some had extremely unstable home situations.

DELIVERY OF SERVICES

Students received instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), and Haitian Creole content area classes (math, science, and social studies). The school offered mainstream classes such as art and gym and admission to the hotel and restaurant management program. Paraprofessionals provided content area subject assistance to Spanish- and Chinese-speaking students enrolled in English language content area courses.

TABLE 1

Number of Project Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
16		1			1
17		6	2	2	10
18	1		9	8	18
19		3	12	6	21
20			2	7	9
21			1	1	2
TOTAL	1	10	26	24	61*

Overage Students	Programwide				
Number	1	9	24	14	48
Percent	100.0	90.0	92.3	58.3	78.7

Note. Shaded boxes indicate expected age range for grade.

* Data were missing for 50 students.

- Seventy-nine percent of program students were overage for their grade.
- The lowest percentage of overage students was in grade twelve.

In addition to instruction, the Erasmus Hall High School Bilingual program provided support services which included tutoring, counseling, college advisement, and job identification and preparation. Program personnel were also involved in curriculum and staff development activities. As recommended by OREA in the 1986-87 evaluation report, the program scheduled weekend sessions during which parents could find out more about Erasmus's bilingual program.

MATERIALS AND RESOURCES

Several program teachers designed Haitian Creole curricular materials as part of an $11,000 state grant for curriculum development.

STAFF

Tax-levy monies paid the salary of the project director. The Haitian Creole-speaking bilingual program coordinator had been most involved with the program (although not funded by it). He, however, became the acting assistant principal (A.P.) of E.S.L. and Foreign Languages during the spring semester.

The Title VII-funded staff consisted of a part-time baking and cake-decorating teacher who spoke Haitian Creole, a part-time teacher in the bilingual breakfast program, and a full-time Haitian Creole-speaking paraprofessional who assisted both of these teachers. This paraprofessional had a B.A. degree and seven years of experience in bilingual education. The program

was unable to fill one paraprofessional position for which it was funded due to the lack of available personnel.

Other staff members who served program students but were not funded by Title VII included 15 E.S.L. teachers, one Haitian Creole N.L.A. teacher, three bilingual math teachers, four bilingual science teachers, three bilingual social studies teachers, and four paraprofessionals, two of whom were Haitian Creole-speaking, one who was Chinese-speaking, and one who was Spanish-speaking.

The project secretary shared an office with the project director and worked for the Foreign Languages/E.S.L. departments and the hotel and restaurant management program. Her salary was funded by tax-levy monies.

A number of staff members remarked that there was a great need for additional bilingual support staff (guidance counselors, social workers, psychologists). Staff members, particularly the paraprofessionals, served both nontarget group and target group LEP students.

SETTING

The area from which Erasmus High School draws its students is a predominantly black working-class community, with smaller numbers of Asians and Hispanics. During the 1987-88 school year, Erasmus's enrollment was 3,177 students, of whom 89 percent were black, nine percent were Hispanic, and two percent were Asian. Forty-one percent were eligible for free lunch.

HISTORY OF THE PROGRAM

Previous evaluation reports of the Erasmus Hall High School Bilingual Program have presented the historical background of bilingual education at Erasmus and a history of the earlier years of the program. See the 1986-87 report for a full description.

REPORT FORMAT

This report is organized as follows: Chapter II describes the evaluation methodology; Chapter III presents an analysis of the qualitative findings of the evaluation; Chapter IV offers an analysis of the quantitative findings; Chapter V states conclusions and recommendations based upon the results of the evaluation.

II. EVALUATION METHODOLOGY

EVALUATION QUESTIONS

The evaluation assessed two major areas: program implementation and outcomes. Evaluation questions included the following:

Process/Implementation

- Did the program select students for program participation according to specific criteria?
- Did the program place target students according to their current level of performance?
- Did the project recruit qualified staff?

Outcomes

- What was the average Normal Curve Equivalent (N.C.E.) gain on the Language Assessment Battery (LAB)?
- What percentage of program students passed their N.L.A. courses?
- What percentage of program students passed their courses in mathematics, science, and social studies?
- How did the attendance rate of program students compare with that of mainstream students?

EVALUATION PROCEDURES

Sample and Data Collection

An OREA field consultant observed classes in E.S.L., French, mathematics, science, social studies, and career education. She also interviewed program and school staff, including the program director, the Acting A.P. of E.S.L. and Foreign Languages, and teachers of program participants. OREA provided student data forms for the project population of 111

students to program staff. The project provided complete student attendance and achievement data on 59 of the 65 students who had not dropped out of the program or graduated midyear. OREA distributed student data forms in the fall and again the following spring, and collected them after the end of each semester.

Instruments

OREA developed an observation schedule to document the classroom environment, instructional activities, and materials used in the project. OREA also developed and employed interview schedules for the personnel whom they interviewed. Erasmus Hall High School used the LAB to assess the acquisition of English language skills.

Data Analysis

OREA evaluated project students' E.S.L. achievement by calculating pretest/posttest differences on the LAB for the 30 students for whom the project provided such data. In lieu of a comparison group, OREA used N.C.E.s, which are equal interval scores based on the distribution of scores for the norming sample. Since the scores are adjusted so that the norming sample mean of 50 does not change, an average gain of one N.C.E. is considered progress, and an average gain of seven N.C.E.s is considered exemplary. The office performed a *t*-test for the difference in means. OREA also calculated the percentage of students passing their E.S.L. classes.

Since there were no data on which to assess native language growth, OREA calculated the percentage of students passing Haitian Creole N.L.A. and looked at content area mastery in the same way.

OREA evaluated attendance data by comparing attendance rates of program and mainstream students.

Limitations

Since all program-eligible students were involved either in the current project or in another language-assistance program, it was impossible to select an appropriate comparison group.

The project did not provide achievement or attendance data on all program participants. Similarly, it provided no data on native language (Haitian Creole) test performance to be used in the assessment of N.L.A. mastery.

III. EVALUATION FINDINGS: IMPLEMENTATION

The Erasmus Hall High School Bilingual program provided 111 LEP students with E.S.L. instruction; native language arts; bilingual mathematics, science, and social studies, where available; and career education. The project's noninstructional component included tutoring, extracurricular activities, curriculum and staff development, and parental involvement.

NONINSTRUCTIONAL ACTIVITIES

Student Placement and Programming

Placement in the bilingual program was determined by the student's score on the Language Assessment Battery (LAB),* a test of English proficiency. Haitian and Hispanic students scoring below the twenty-first percentile were eligible. Placement tests were also used to determine the students' oral and written skills in Haitian Creole and French and their skills in mathematics. They were expected to enter the English-language mainstream within approximately two years.

While the bilingual coordinator used to be responsible for the testing and placement of new students, this year the grade advisors handled these tasks. Upon arrival at the school, new

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*The Language Assessment Battery (LAB) was developed by the Board of Education of the City of New York to measure the English-language proficiency of nonnative speakers of English in order to determine whether their level of English proficiency is sufficient to enable them to participate effectively in classes taught in English. Students scoring below the twenty-first percentile on the test are entitled to bilingual and E.S.L. services.

students took teacher-made tests, after which the grade advisors interviewed them, using a language identification survey. Because of Erasmus's over-the-counter admissions policy, students were not given the LAB test until October. Thus, initial placement of students was made based on the judgment of the grade advisors.

According to the project proposal, the program was targeted at students with the lowest scores below the twenty-first percentile on the LAB and the shortest amount of time in an English-language school system. However, staff members, particularly the paraprofessionals, served nontarget-group as well as target-group LEP students.

Placement and programming were complicated by a continual stream of new admissions throughout the whole school year. New arrivals were placed for a time in a class where they could receive individualized attention before being placed in regular classes.

A student's score on the LAB partially determined his or her placement in the program. In addition, other tests determined the students' oral and written skills in Haitian Creole and French, and skills in mathematics. Language proficiency and their academic level determined the placement of students in E.S.L., N.L.A., and bilingual content area classes.

A typical student schedule consisted of two or three periods of E.S.L.; one N.L.A. class; bilingual classes in math, science, and social studies; and mainstream classes in subjects

such as physical education and art. Students could also enroll in a typing class taught with an E.S.L. approach.

The lack of advanced level bilingual math and science classes and the fact that many students were overage inevitably created pressure to mainstream students before they were ready. However, unlike the 1986-87 academic year, in the current year there was no shortage of advanced bilingual social studies classes.

The Acting A.P. of E.S.L. and Foreign Languages, in consultation with the E.S.L. coordinator and classroom teachers, made the mainstreaming decisions. Students generally remained in the program for two years. After they were mainstreamed they continued to receive the services of their bilingual grade advisor and often stayed in touch with their former bilingual teachers.

Staff

The Title VII project director was also the A.P. of E.S.L. and Foreign Languages and the head of the hotel and restaurant management and museum programs. Because of the heavy demands on his time and the small size of the Title VII staff, he limited himself to overseeing the program's administrative aspects.

When the former Haitian Creole-speaking bilingual program coordinator became acting A.P. of E.S.L. and Foreign Languages he no longer supervised and observed the bilingual content area teachers but took on many other responsibilities. In addition to administrative duties, he taught one Haitian Creole N.L.A. class

each semester. Without a bilingual coordinator, department chairpersons had to supervise bilingual content area teachers who were primarily members of their respective departments, rather than bilingual program staff.

Staff Development

Although there were no program objectives in this area quite a few activities took place. The project director and four teachers took relevant college courses paid for with Title VII funds including administration, biology, geology, counseling, human development, and guidance. In the fall term, the Acting A.P. of E.S.L. and Foreign Languages conducted a workshop for bilingual and monolingual staff on Haiti's school system as compared to New York City's system. He also offered a series of three workshops for bilingual teachers on how to read and write Haitian Creole. Several staff members said that the program would have benefited from a greater variety of in-house staff development activities, including joint activities with content area teachers.

Support Services

Students with academic problems could participate in early morning and lunchtime peer tutoring and in a bilingual resource center. Qualified Haitian Creole bilingual tutors provided free tutoring in all subjects on Saturdays at Erasmus. The Haitian Educational Foundation, Inc. sponsored this program.

The Acting A.P. of E.S.L. and Foreign Languages functioned

on an informal basis as counselor to the many students who came to his office seeking guidance on academic and personal matters, because of the shortage of bilingual counseling and guidance personnel.

An English-speaking guidance counselor, a Haitian Creole-speaking family assistant, and three bilingual grade or career advisors worked with program students, as well as with other LEP and EP students at Erasmus. They provided individual and group counseling, college advisement, assistance in obtaining working papers and filling out job applications, and help in finding career training positions and summer jobs. They contacted prospective employers and helped students prepare for interviews. As a result of their efforts, a new career skills training program was scheduled to begin in the fall of 1988. Student volunteers will assist teachers at nearby elementary schools for one hour in the afternoon. The guidance counselor and family assistant taught basic survival skills to recently arrived students, such as how to negotiate the public transportation system.

Parental Involvement

As in other years, there was a low level of parental involvement in the bilingual program. This situation is similar to what normally occurs in Haiti, where schooling is a privilege rather than a right--parents placed full trust in the teachers' and school administrators' authority regarding both academic and disciplinary matters. Consequently, they were unaccustomed to

the American system, which encourages a high level of parental participation.

Another reason for the low level of parental involvement is that most parents had insecure, low-paying jobs--many of them at night--which did not allow them time to attend parents' meetings.

One activity open to parents was the Parent Training Institute in Albany in June, for which parents would receive a stipend and have all their expenses paid. The program did not provide any information on either the content of the training or the number of parents who attended. Parents participated in the school's international food fair by attending and contributing food.

Parents, teachers, and the Association of Haitian Teachers sponsored a citywide Haitian Parents' Conference which was held at the school on a Sunday. A panel of parents, teachers, and administrators gave talks on various topics, including the history of bilingual education in New York City and the problems and solutions of its implementation. Throughout the conference, the speakers stressed the need for parents and the Haitian community to take a greater role in ensuring that students receive the best services available.

INSTRUCTIONAL ACTIVITIES

English as a Second Language

Erasmus offered three levels of E.S.L. (beginning, intermediate, and advanced) in a six-semester sequence. LEP

students who had either just arrived in this country or who had been in school for several years without making substantial progress in English took three periods per day of literacy E.S.L.

The beginning E.S.L. classes met for three periods per day during the first semester, the intermediate for two, and the advanced E.S.L. classes met for one period. The third period of beginning-level E.S.L. was devoted to writing.

The Acting A.P. of E.S.L. and Foreign Languages told an OREA field consultant that there was a lack of administrative support for the literacy program this year as compared to last. He added that paraprofessional assistance was greatly needed.

A field consultant observed a fifth-level E.S.L. class taught by a Haitian teacher who spoke Haitian Creole and French. Twenty-seven students were present; the aim of the lesson was reading comprehension. The teacher distributed a worksheet to the students and gave them time to complete it. She then asked for volunteers to go to the blackboard to write the answers. Each person then read his answer and other students corrected the answers, if necessary. The teacher then distributed a poem and read it aloud. She asked two students to read the two voices in the poem; she subsequently worked on rhyming. The teacher sang the poem to the tune of a familiar melody, and led the class in singing it. All the students participated and clearly enjoyed themselves. The teacher then worked on content. The teacher told the field consultant that the students were

timid about speaking and writing English and had to be motivated.

The field consultant observed a beginning-level E.S.L. class taught by a multilingual Russian-born teacher, assisted by a monolingual paraprofessional. Eighteen students were present. The lesson dealt with answering "who" and "where" questions. The students first completed a worksheet assignment, then individuals were asked to read their answers aloud. Reading activities- in imitation of the teacher, individually, and as a group- followed. The students then answered questions aloud, based upon the information presented in a map. At the end of the class, the teacher announced the daily grade (plus or minus) that she had given each student based on his or her participation.

Native Language Arts

Although there was no performance objective for any language but Haitian Creole, the project director reported that Title VII students were enrolled in Spanish and French N.L.A. classes.

The Acting A.P. of E.S.L. and Foreign Languages taught one basic reading and writing skills class each semester in Haitian Creole to students who were illiterate or semiliterate in that language. He used materials he had developed.

The field consultant observed an advanced French class taught by a Haitian teacher. Twenty-nine students were in attendance, most of them LEP students. The lesson concerned

using the verb "to do." The teacher wrote three warm-up questions on the board. She then called on volunteers to put their answers on the board and read them aloud. Students did an exercise from their books and volunteered to write their answers on the board when finished. The other students corrected the board work. At the end of the lesson, the teacher handed out corrected homework assignments and reviewed them with the class.

Content Area Subjects

Although it lacked a formal written statement, a transitional philosophy of bilingual education was implicit in Erasmus's Title VII program. In keeping with the language policy formulated in 1984, Haitian Creole was the spoken language in bilingual content area classes, while summaries and vocabulary were presented in English. A staff member complained that this policy did not adequately serve students who were semiliterate in both Haitian Creole and English; such students could follow neither English-language textbooks nor English-language blackboard summaries.

Since June 1987 students have had the option of taking the math Regents Competency Test (R.C.T.) in Haitian Creole. The social studies and science R.C.T. exams, which were given for the first time in June 1988, were also available in Haitian Creole. Information on the number of program students who took these exams in Haitian Creole was not available.

Bilingual content area classes were offered only in Haitian Creole. The comparatively small number of LEP students who

spoke other native languages received E.S.L. instruction, and in the case of Spanish and Chinese speakers, content area assistance in their native language provided by paraprofessionals. The school offered a sizeable number of bilingual content area classes in basic math, pre-algebra, global history, American history, economics, American government, general science, biology, and chemistry. A staff member indicated that the school should offer a more advanced bilingual math class, either trigonometry or geometry. He said that the school assigned the bilingual teachers capable of teaching these to mainstream math classes instead.

Fifteen students were present in the Sequential Math I class that the field consultant observed. The teacher spoke in Haitian Creole, but wrote on the board in English. He explained what percent meant and showed the class how to change a percent into a proper fraction. The students did problems at their seats; the teacher walked around the room assisting students. He called on volunteers to go up to the board to do the problems, which he then corrected.

In the American History II class that the OREA consultant observed, there were 24 students present. The class discussed whether or not there was a need for Black History Month. The teacher spoke in both Haitian Creole and English, and wrote on the board in English. The lesson began with an explanation of the word "stereotype." After establishing order, the teacher asked for several volunteers and wrote their answers on the

board in English. He proceeded to ask questions in English and then in Haitian Creole. He then discussed the history of Black History Month and its function.

Career-Oriented Classes

Twenty bilingual students participated in a special breakfast program which was a component of the hotel and restaurant management and travel and tourism programs. Another group of bilingual students participated in the school's regular hotel and restaurant management and travel and tourism programs. Some program students took a typing class taught with an E.S.L. approach. They were also eligible for after-school typing and word processing classes.

An OREA field consultant observed a baking and cake-decorating class. A Haitian teacher who had been a professional baker taught the class in English to a group of seven Haitian students whose levels ranged from ninth to twelfth grades. The students decorated a three-layer cake for the Alumni Association. The teacher said that the class benefited the students in a number of ways: they enjoyed the class, it taught them discipline, and it bolstered their self-confidence. In selling what they had baked to teachers, they practiced speaking English, and handling money.

IV. EVALUATION FINDINGS: OUTCOMES

NONINSTRUCTIONAL OUTCOMES

Attendance

- Students participating in the program will have attendance rates that are equal to or higher than those of mainstream students.

The attendance rate for program students was 88 percent, 12 percentage points above the schoolwide attendance rate of 76 percent. Statistical significance of the difference between program and mainstream passing rates was determined through a z-test for the significance of a proportion.* This procedure tests whether the difference between one group's rate (in this case, the program's) and a standard rate (in this case, the school's) is greater than can be expected by chance variation. The z-test results ($z = 2.23$) indicated that the difference in attendance rates was statistically significant ($p > .05$). Thus, the program objective was met.

INSTRUCTIONAL OUTCOMES

English as a Second Language

- E.S.L. students participating in the program will make statistically significant gains in English language proficiency.

The assessment instrument used to evaluate the proposed objective was the English language version of the LAB. To

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*Bruning, J.L. and B.L. Kintz, Computational Handbook of Statistics (Glenview, Illinois: Scott, Foresman and Company, 1968).

assess students' achievement in English, OREA's analyst computed a correlated t-test on students' normal curve equivalent (N.C.E.) scores on the pretest and posttest.* The t-test determines whether the difference between means is significantly greater than would be expected from chance variation alone. Complete LAB pretest and posttest scores were available for 30 students (see Table 2). There was no significant gain in posttest scores for any of the three grades or for the total group. The program did not meet the proposed objective.

Inspection of students' passing rates (65 percent or above) in E.S.L. classes indicates that students did, in fact, acquire English proficiency skills. Seventy-seven percent (46 out of 60) of the students passed their E.S.L. class in the fall; 77 percent (30 out of 39) of the students passed their E.S.L. class in the spring.

Native Language Arts

> Haitian students participating in the program will show significant gains in native language achievement.

The program objective called for an examination of pre- and posttest scores on the Test de Lecture. However, since the program provided no data in this area, it was impossible to assess the attainment of the objective as proposed. OREA

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*Raw scores were converted to N.C.E. scores, which are normalized standard scores. They have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 20, and a range from one to 99. Scores can be compared to the norming population.

TABLE 2

Pretest/Posttest N.C.E. Differences on the Language Assessment Battery, by Grade

Grade	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.	t Value	Effect Size
10	6	9.8	9.2	12.3	10.4	2.5	13.6	.45	.18
11	11	16.3	8.1	11.5	9.9	-4.7	10.8	-1.46	-.44
12	9	17.9	13.4	20.3	14.9	2.4	13.2	.56	.18
TOTAL	30*	5.7	10.6	15.3	13.0	-0.4	12.3	-0.18	.03

*Total includes four students for whom grade level data were missing.

- N.C.E. scores showed no significant increase from pretest to posttest.

examined students' passing rates in native language arts courses. In the fall, 20 of the 27 students (74 percent) for whom there were data passed their N.L.A. courses; in the spring, 18 of the 20 students (90 percent) for whom there were data passed. The overall passing rate was 81 percent.

Content Area Subjects

Although there was no performance objective in the content areas, the project did report data on participating students' progress. The passing rates in the content areas for the fall were as follows: social studies, 69.7 percent of 66 students; mathematics, 46.0 percent of 63 students; and science, 77.1 percent of 48 students. For the spring, the passing rates were as follows: social studies, 64.1 percent of 39 students; mathematics, 53.1 percent of 32 students; and science, 89.7 percent of 29 students.

V. CONCLUSIONS AND RECOMMENDATIONS

During its fifth year of operation, the Erasmus Hall High School Bilingual Program served 111 LEP students whose native language was either Haitian Creole, Spanish, Chinese, or other Asian languages. Many of the school and program personnel who served the students, particularly those from Haiti, shared their cultural background and native language. The E.S.L. teaching staff was committed to helping students enter the mainstream as quickly as possible.

During the current program cycle, the bilingual program suffered from several problems. The most apparent ones were a director who had many other administrative responsibilities, the elimination of the bilingual program coordinator's position, a shortage of bilingual guidance counselors, a lack of integration of the E.S.L., N.L.A., and content area components, and the lack of staff development for program teachers.

Since a different instrument was used the previous year, it was impossible to compare English language achievement results for the two years. This year the project did not attain its proposed objective. Seventy-seven percent of students on whom there were data, however, passed their E.S.L. classes. Just as last year, the program did not provide data on Le Test de Lecture. It was again impossible to assess Haitian students' growth in their native language ability as proposed. Students' average passing rate in N.L.A. courses was 81 percent, similar to the 77 percent of last year. The attendance rate of program

students (88 percent) was significantly higher than the schoolwide rate (76 percent). It is interesting to note that both program and schoolwide rates were slightly higher last year (95 and 80 percent, respectively).

Many of the participating LEP students at Erasmus had severe educational deficits, came from poverty-level families, and were recent immigrants. Despite these characteristics, project student attendance was excellent and the course passing rates high. The fact that the program was able to motivate students, despite their disadvantages, to attend school and advance academically is certainly an accomplishment.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Restructure the program to allow one staff member to coordinate the three components: E.S.L., N.L.A., and content areas.
- Try to recruit a Haitian Creole-speaking guidance counselor.
- If funds permit, include staff development in methodology for E.S.L., N.L.A., and the content areas.
- Continue efforts to increase parental understanding of and involvement in the bilingual program, possibly by initiating and maintaining an after-school office and E.S.L. classes to serve parents of project students.